**Hopewell High School Reading Assessment Rubric**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lexile of Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Noticing Reading (1pt)** | **Focusing on Reading (2pts)** | **Taking Control of Reading (3pts)** |
| **Annotating the Text** | Limited underlining with minimal written comments | Purposeful marks throughout the text focused on one or more strategies such as making connections, asking questions | A variety of marks throughout the text for varying purposes, such as question marks, exclamation points, check marks, etc. |
|  | Whole paragraphs highlighted with no indication of important ideas or questions | Comments in margins are general responses, such as “boring,” “cool,” or “me too” or purposeful markings are inconsistently used. | Purposeful marking of main ideas, text signals (check marks, question marks, exclamation points) are used throughout the text. |
|  | Marks limited to a single type of interaction such as identifying unfamiliar words. | Comments and marks identify specific problems such as “What?” connected to a highlighted section or paper contains a variety of marks but little to no comments. | Purposeful comments that clarify, ask and answer questions, make connections, summarize, and identify important information. |
| **Summary and Analysis Questions** | Summary misses the main idea or shows confusion. | Summary shows ability to find the main idea. | Summary shows understanding of the main idea and connects to larger themes. |
|  | Student has answered less than 60% of the questions correctly. | Answers to 60-80% of the questions are correct, or answers to more than 80% of the questions are correct but they lack explanation and supporting evidence. | Answers to more than 80% of the questions are correct and are supported with explanation and evidence from the text. |
|  | **Limited Reflection(0.5pts)** | **Adequate Reflection (1 pt.)** | **Thoughtful Reflection(1.5 pts)** |
| **Response to CERA Questions** | Offers little evidence of purposeful reading; for example the response if unclear, no problems or confusions are identified, strategies are undefined – “I just read it.” | Process response relate to marks and comments on the text and describe at least one strategy used or problem solved. | Process responses use reading vocabulary to specifically describe reading processes. Responses relate to marks and comments on the text and demonstrate the use of multiple strategies to solve problems. |
|  | Taken together, responses suggest student is unaware of reading difficulty. Student’s rating of text difficulty is inconsistent with scores from annotation and analysis sections. | Taken together, responses show an awareness of roadblocks and processes. Student identifies at least one comprehension problem either solved or unsolved. | Taken together, responses demonstrate student is aware of confusions and able to apply strategies to get back on track. |
| **Total Points** | **\_\_\_\_\_\_\_\_/18** | **%** |  |

\*failure to annotate the text or answer the questions will result in a zero for the appropriate section on the rubric!